

## **Pathway B: The person is unemployed and expresses they do not want to work right now**

### ***Section 2. Exploring Pathway B: What can we talk about to really understand why the person feels this way?***

Suggested question and prompts for Pathway B:

- ❖ Tell me about the things you are good at.
- ❖ Tell me about some of your skills and interests.
  - What new skills or interests would you like to explore?
- ❖ If you could change or improve anything in your daily life what would it be?
- ❖ What makes you feel most proud or important?
- ❖ How do you feel about trying new things?
  - Tell me about some examples from your experience.
- ❖ What is something you have always wanted to learn more about?
- ❖ What opportunities have you had to explore work or volunteer opportunities?
  - Some examples could be internships, job site visits, job sampling, informational interviews, or service projects.
- ❖ Do you have enough money to do the things you would like to do?
- ❖ Tell me a bit about why you are not interested in finding a job.
- ❖ Is there anything about getting a job that scares you?
- ❖ What would need to change in order for you to try work?
- ❖ How would your life change if you chose to be more involved in the community?

### ***Section 3. Develop the Services and Supports for Pathway B***

Suggested Next Steps for Pathway B: The person is unemployed and expresses they do not want to work right now

#### **Person-Centered Planning**

- Use life domain sections in the PCSP to refine goals by:
  - Connecting strategies with emerging interests;
  - Looking for interest based skills that integrate and include the person in their community; and
  - Focusing on strengths and addressing barriers to employment with an action plan as they surface.
- Adjust current services to ensure PCSP goals promote:
  - Independence from paid supports,
  - Building skills that easily translate to a worksite,
  - Self-advocacy,
  - Community participation, and
  - New or expanding social connections.
- Address any resistance from Support Team.
- Create opportunities for virtual and in-person interest based activities to gain informed choice. Examples include: YouTube or in-person workplace tours, educational Google searches, informational interviews, O\*NET database inquiry, etc.
- Use success stories to encourage the idea of future work.

#### **Vocational Rehabilitation (VR)**

- For Pathway B, use your professional judgment to determine whether VR services are needed to reach informed choice. If now is not the time to talk with VR, provide written documentation and focus on next steps in the PCSP.
- **If the person becomes interested in employment, move to Pathway A.** You may still want to contact VR within the next plan year to discuss the services listed below.

#### **VR Services for All People with Disabilities**

- Benefits Counseling
  - Utah Work Incentive Planning Services (UWIPS)-  
<https://jobs.utah.gov/usor/vr/services/uwips.html>
- Assistive Technology
  - Utah Center for Assistive Technology (UCAT)-  
<https://jobs.utah.gov/usor/vr/services/ucat.html>

#### **VR Services for Eligible VR Clients**

- Counseling and Guidance
- Diagnostic and Evaluation
- Restoration
- Assistive Technology
- Training

- Focus on peers, potentially in the same setting with positive work experiences.
- Take classes for certification to improve skills, education, and training in a field of interest. Examples include:
  - Courses at local community colleges,
  - Independent Living Centers,
  - One-stop career centers, or
  - Vocational Training Programs.
- Utilize interest-specific networks, or other resources such as: University Career Centers, 211, volunteermatch.org, justserve.org, and volunteer centers at city, county, or state levels to identify potential volunteer activities.

#### **Transition Age (14-24): Person-Centered Planning**

Youth who are transition age (14-24) should have a Support Coordinator attending Individualized Education Plan (IEP) meetings as part of the Transition Team. In addition, an effort should be made to:

- Align goals between VR, the school district, and the PCSP.
  - Create the same expectations for employment in the home, community, and school.
  - Establish age appropriate responsibilities and natural consequences in all settings.
- Increase exposure to all age-appropriate, community based activities of interest.
- Encourage the expectation of chores and contribution in the person's home.
- Build familiarity with all appropriate accommodations,

- Benefits Counseling
- Job Placement
- Life Skills and Travel Training
- Additional Services

<https://jobs.utah.gov/usor/vr/welcome.html>

#### **Transition Age (14-24): VR**

Youth who are transition age (14-24) could speak with a VR counselor about:

- Information on a vocation, position, job title, workplace support need, etc;
- Aligning USOR and school district goals with the PCSP;
- Pre-Employment Transition Services (Pre-ETS);
- Customized Employment;
- Coordinate any assistive technology needs for the person;
- Age-appropriate vocational trainings (life skills, interviews, resumes, etc.);
- Temporary Work Experiences (internships, summer employment, etc.);
- Work Based Learning Opportunities; and
- Post secondary goals including college.

<https://jobs.utah.gov/usor/vr/services/student/preetshandout.pdf>

technology, devices and supports.

- Find and participate in any desired volunteer experiences.
- Develop and grow social connections.

